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ABSTRACT

The theory of transactional analysis (TA) originated by Eric Berne in the 1950's is typified by structural analysis and is comprised of the ego states of Parent, Adult, and Child. Linkages are the life scripts of the individual. One ego state is usually in control at any given time. Pathology results when ego boundaries become rigid or break down and merge. Strokes, any unit of positive or negative recognition, are necessary for survival. Ways to structure time and obtain strokes include withdrawal, rituals, pastimes, activities, games, rackets, and intimacy. TA has primarily been used in group settings as well as dyads and small family groupings, and has as its goal the development of individual autonomy. (NRB)

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TRANSACTIONAL ANALYSIS AS A CONCEPTUAL FRAMEWORK

DIRECTED INDIVIDUAL STUDY

IN

CONTEMPORARY THEORIES

FOR

F. IVAN NYE

BY

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The purpose of this paper is to present the concepts of Transactional Analysis (T.A.) in the form of a conceptual framework. Eric Berne, essentially developed T.A. in the mid-1950's. Since that time however, and particularly since his death in 1970, many have written about their views and use of the original concepts. Naturally some have been modified from Berne's original conceptualizations, and when possible the writer will bring this to the reader's attention. However, the position taken here is to report the most current thinking available - and then, the writer does not claim to have exhausted the literature on the subject. Thus the reader should realize that this presentation is brief, and to the knowledgeable, somewhat shallow.

The concepts are presented alone, that is, not in contrast or comparison to other frameworks. Immediately one might notice similarities to symbolic interactionism - and indeed T.A. by definition deals with interactions. However, the origins of the two appear quite different. Berne was a classically trained psychoanalysist, and elements of Freud, Adler, Jung, and Sullivan all show up in his thinking. Most, if not all the concepts have come from the experiences of therapy. (A more detailed history is included later.)

ESSENTIAL CONCEPTS

Below are listed concepts, in no particular order, which might be considered essential for understanding the whole of the framework. They are merely presented here as in a glossary with

no attempt at explaining their interrelationships at this point.

1. TRANSACTIONAL ANALYSIS - (1) A system of psychotherapy based on the analysis of transactions which occur during treatment sessions. (2) A theory of personality based on the study of specific ego states. (3) A theory of social action based on the rigorous analysis of transactions into an exhaustive and finite number of classes based on the specific ego states involved. (4) The analysis of single transactions by means of transactional diagrams; this is transactional analysis proper.

2. EGO STATES - A system of feelings accompanied by a related set of behavior patterns. Three major groupings of these sets or feelings and behaviors in people are named: Parent (P), Adult (A), and Child (C). (When capitalized, these refer to ego states, otherwise they refer to persons.)

3. PARENT (P_2) - An ego state borrowed from a parental figure. It may be nurturing or controlling.

4. ADULT (A_2) - An ego state oriented toward objective, autonomous data processing and probability estimating.

5. CHILD (C_2) - An archaic ego state. The Adapted Child follows parental directives. The Natural or Free Child is autonomous.

6. CATHECT - To direct energy into one ego state.

7. PARENT IN THE CHILD (P_1) EGO STATE - The part which scares us into minding, and which adapts to the injunctions and attributions given by parents.

8. ADULT IN THE CHILD OR LITTLE PROFESSOR (A_1) - A primitive data processor within the child ego state, which gathers and uses information on an intuitive, non-logical, and often non-verbal basis.

9. CHILD IN THE CHILD (C_1) - The original and most primitive ego state, which is most in touch with bodily functions and needs.

10. INJUNCTIONS - A prohibition or negative command from a parent.

11. DECISION - A childhood commitment to a certain form of behavior, which later forms the basis of character.

12. DISCOUNT - To deny, disbelieve, or downgrade information which is relevant to the solution of a problem.

13. DRAMA TRIANGLE - A diagram showing the possible switches of roles in a game or script. The three major roles are, persecutor, rescuer, and victim.

14. GAME - A series of ulterior transactions which occurs repeatedly and leads to a bad feeling payoff. Games are unstraight ways of getting strokes and occur when a need is discounted.

15. PERMISSION - A parental license for autonomous behavior.

16. RACKET - Seeking unpleasant and familiar bad feelings according to a learned program.

17. PROGRAM - (n) A plan for living out a certain aspect of one's life. (v) To take in new information in a usable way.

18. REPARENTING - Cutting off early Parental programming and sibstituting a new and more adaptive program through regression.

19. SCRIPT - A life plan based on a decision made in childhood, reinforced by the parents, justified by subsequent events, and ending according to plan.

20. STIMULUS HUNGER - A biological need for the organism to receive ongoing stimulation from outside self.

21. STROKE - Any unit of recognition; may be positive or negative, conditional or unconditional.

22. STRUCTURE HUNGER - The need to organize our time, and to fit our experiences into organized patterns.

23. TIME STRUCTURE - The distinct methods by which we can organize our time. They are: withdrawal, ritual, activity, pastme, games, and intimacy.

24. TRANSACTION - A single stroke exchange between two people; the basic unit of social relationships.

25. COMPLEMENTARY TRANSACTION - The ego state addressed is the one which responds.

26. CROSSED TRANSACTION - The ego state responding is different from the one addressed.

27. ULTERIOR TRANSACTION - There is a covert transaction conveyed by tone of voice and non-verbal cues which is different from the overt content of the transaction.

28. PSYCHOPATHOLOGY - When ego boundaries break down and the adult becomes contaminated by the Parent and/or the Child, and the Adult does not correct or check out misinformation.

29. CONTAMINATION - When adult logical functioning is impaired by the prejudices of the Parent, or the delusions of the Child; caused by a breakdown in ego state boundaries.

30. EXCLUSION - When one ego state dominates the person's behavior.

31. SYMBIOSIS - When two persons behave as if between them there were only three ego states.

32. LIFE POSITIONS - The position chosen by the individual as a result of early life experiences, which influences how a person thinks, feels, acts, and relates with others. There are four basic positions:

a. I'm OK, you're OK

b. I'm OK, you're not-OK

c. I'm not-OK, you're OK

d. I'm not-OK, you're not-OK

33. SCRIPT MATRIX - A diagram showing an individual and both parents and their messages.

34. MINISCRIPT - Focuses on the minute-by-minute process by which a person furthers his script.

35. CONTRACT - An agreement in treatment between the therapist and client to accomplish a clearly stated goal.

36. AUTONOMY - Script free.

BASIC ASSUMPTIONS

Basic assumptions are not clearly delineated in the writings, and as presented here represent the opinions of this writer. The reader may also find the differences between basic assumptions and substance propositions slight and possible overlapping.

The first three are (Berne, Transactional Analysis in Psychotherapy in Swensen, 1961):

1. That every grown-up was once a child

2. That every human being with sufficient functioning brain tissue is potentially capable of reality testing.

3. That every individual who survives into adult life has had either functioning parents or someone in LOGO PARENTIS.

4. That it is possible to change or redecide anything that has been decided earlier.

5. Berne theorized that we are born OK, and that we become not-OK by accepting negative injunctions of our parents. (Later theorists are divided, and some do not seem to care, as the issue has no particular significance for therapy).

6. That our brain acts as a recorder - capturing every experience from birth (or possible prior); and these events are intact including our response to them.

7. That we are born with stimulus hunger and without it the infant may become crippled or die (marasmus).

8. That our decisions of how to get along in life are based on our perceptions at that moment.

9. Our perceptions are influenced by past experiences, future aspiration, and more importantly as a child, by our level of cognitive development.

10. That we have a need to structure time in ways designed to achieve a desired level of strokes.

INTEGRATION

T.A. theorists and practicioners see this framework/model as rather unique. In truth most of the concepts exist in other frameworks, with much of Berne's original material founded in the earlier works of Freud, Adler, Jung, and Sullivan. More recently, as the model has been expanded, the child development theories, especially those of Piaget and Freud have been incorporated.

The concepts of T.A. are compatible with, and in fact, can be said to draw from other methodologists such as: body therapies (bioenergetics) feeling therapies (gestalt); cognitive therapies (traditional and neo-Freudian analysis); behavior therapies (especially the utilization of homestasis); and the suprapersonal (system of ethics, philosophy, or religion). (Groder, in Barnes, (ed.), 1977, pp. 134-137).

The theory extends from the micro to macro levels. The micro level is typified by structural analysis and is composed of the ego states of Parent, Adult, and Child. At the macro level, Barnes (pp. 3-28, 1977) points out that institutions do not have ego states, but do have corresponding elements that result from information within the ego states of the individuals who set up those institutions. "Corresponding to the Parent ego state in individuals, institutions have established patterns of belief and patterns of behavior. Analogous to an Adult ego state, institutions have patterns of feelings and mythodologies. Once these institutions are set up with certain defined procedures, they begin to function somewhat indpendently of any of the individuals involved." (For example, using the three schools of T.A., see Barnes' introductory chapter, Barnes, 1977).

The linkages, according to Joines (Barnes, 1977, pp. 270-272) are the life scripts of the individual. The scripts provide a plan for the individuals. Choices of interpersonal relationships are largely determined by whether one individual perceives the other to be compatible with his/her life script. (This is probably done unconsciously by the Little Professor (A_1), or intuitive part of

the Child ego state. The same occurs with regard to an individual choosing to become a member of an organization or institution. That is, the choice must fit in with the individual's life script.

Joines summarizes by stating "... whenever a change agent attempts to work with either the intrapsychic, the interpersonal, or the social system, without also working with the other two systems, two important dimensions of reality are being discounted, and the potential for change will be limited." (Barnes, (ed.), 1977, p. 270).

The work of Terri and Jerome White (1974)repesents T.A. at the macro level, and they are also given a chapter in Barnes (ed.), pp. 273-284). They are mainly concerned with a phenomena known as 'cultural scripting,' which they indicate is, "... the interdependence of the universe culture, the institutions of the culture, and the individual." In their model, society exists at three levels: the individual (microcosm); the institutional (mesocosm); and the universe culture (macrocosm). They specifically define cultural scripting as, "... that set of reinforcements or limitations established by the parent values embodied in the institutions of a culture. By institutions, the definition implies the family - the primary initiator and model - and the interrelated ongoing series of institutions as well as the value content of the media, the arts, and the entire influencing envelope of modern life."

The authors explain that Cultural Parent (Pc)... "is the persistent set of messages coming from influences within one's own milieu. These are parallel to, and reinforce the (P_2) messages incorporated in the Parent ego state over a lifetime of value

orientation by family, school, work, and related institutions, in which a Parent authority holds forth. One would expect a close matching of the (P_c) and (P_2) values in an ongoing, functioning society. Individuals who had dystonic values, 'don't work' for exsmple, would run counter to the expectancies of the institutions of the universe culture, and would suffer the consequences. Those who had syntonic values, 'work hard,' for example, would be rewarded according to the institutional success ladder. In both syntonic and dystonic values, the behaviors of the individuals would be reinforced consistently, thus effectively limiting the perceiving of options." (p. 277)

Perhaps the most important, or at least seminal work in T.A. has been done at the micro level, and primarily in a therapeutic situation. To back up and start at the macro lvel, each individual's parents are influenced by institutions which exist or existed prior to them, within their environment. From these institutions, messages are received by the individual as the Cultural Parent (P_c). These are uncalculated in the individual's parents' Parent ego state.

The individual is then born, and barring any undue trauma prior to and during birth, might be expected to be OK, or at least not have any special tendencies. The following model is provided by William Hollowary (in Barnes (ed.), 1977, pp. 192-194), and seems generally compatible with other T.A. theorists.

We are born helpless and needy. Only the Free Child (C_1) exists and all functions are completely narcissistic. We progress, grow and survive by means of (Piagetian terms) accommodation, assimilation, and adaptation. Some signs of Adult ego state functioning can be

observed as the infant begins to differentiate between self and others. Holloway discerns epocs in the learning process, which seem almost entirely Piagetan in content.

"The first epoch, from birth to about two years, is that of sensori-motor thinking... Even at this early age then the infant is engaging in primitive problem solving and decision-making... By the end of the first epoch, the infant clearly appreciates the difference between self and others.

The second epoch begins at about 18 months, and ends near five years with the emergence and development of sympolic thought (pre-conceptual representations). Playing becomes very important and through the process of play a child introduces symbolic representations... With the emergence of the symbolic thoughts the child finds new uses for the older sensori-motor representations... During this period the use of language rapidly increases, since the words are symbols... The child does attempt inferences, but does not possess the concepts necessary to carry out the reasoning process... Space and time are not yet understood.

The third epoch is from four to eight years and is a transitional period in which there is articulated or intuitional representation, the threshold for operational thinking. The major features of this period are seen in the yongster's social relationships where, among peers, the private symbol systems are frequently found in conflict.

Following this there is the fourth epoch, the emergence of operational thiniing. The characteristics of this period are concrete thinking operations. Within this time there are two periods. From

seven to twelve years there is continuing emergence of new operations of concrete reasoning. By age nine, the refinements which are occurring place the yongster on the threshold of formal operations by reason of increased understanding of complex classes and linked statements.

Finally, from about 11 and into adolescence, there is the emergence and development of formal thinking operations with the use of abstract logic in the reasoning processes. This last stage seems to be the attainment of full adulthood in regard to the ability to think. This is clearly related to what is commonly designated as (A_2).

The development of T.A. structural constructs takes place within the normal develpmental sequence as presented above. These are presented here briefly, without attempting to place the exact emergence of each from the developmental model. (This material is from Woolams, Brown, and Huige, in Barnes, (ed.), 1977, pp. 487-525).

There are three functional parts called ego states. The three major groupings are Parent, Adult, and Child. The Parent is divided into two parts - the Nurturing and Controlling Parent. The Child is divided into two parts: the Free Child and the Adapted Child.

In a second order analysis, the Parent and Child ego states are broken down into three parts each, which is sometimes helpful. The Parent (P_2) can be separated into the Parent in the Parent)PP); the adult in the Parent (AP); and the Child in the Parent (CP). All are internalized in recordings of how parents and other parent figures have directly dealt with him or shown him. (See Figure 1.).

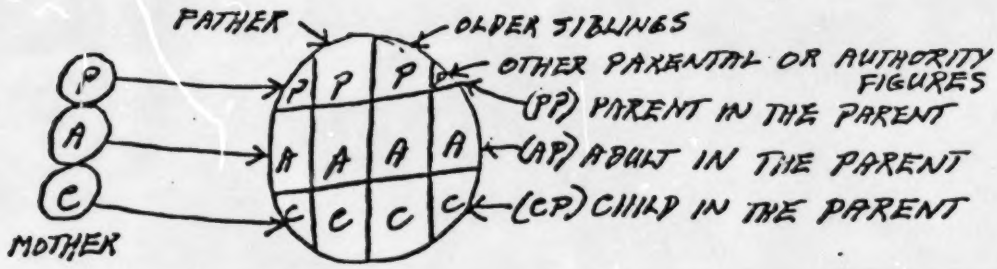

FIGURE 1.
PARENT EGO STATE (P_2)

The Child ego state can likewise be broken down into three sub-parts. (See Figure 2.)

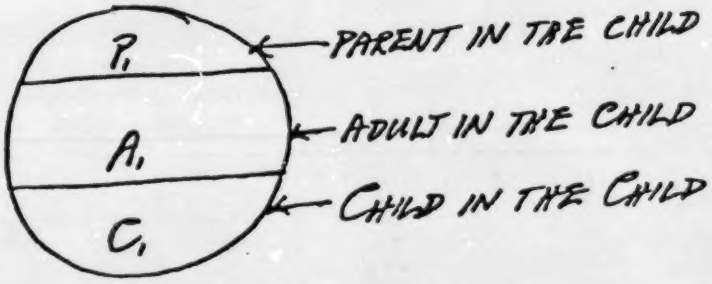

FIGURE 2.
CHILD EGO STATE (C_2)

"The Child in the Child (C_1) is all that exists at birth, and is the source of all uncensored feelings and needs, plus internalized recordings of unconditioned earlier feeling responses to events."

By the third month the infant appears to respond to the outside world with some kind of thought process - this primitive mechanism is called the Adult in the Child (A_1) or the Little Professor - essentially a non-verbal system based on intuition.

As the child grows he begins making decisions based on his reactions to his environment based on the best ways to get his needs met. These become patterns and automatic modes of behavior and are the basis for the Parent in the Child (P_1). This part later works closely with the Parent (P_2) in setting up the same situations which

produced the negative and positive responses to which the child had become accustomed or conditioned.

The complexity of the individual and all these messages being received can be shown by considering that at any given stimulus from a parental or authority figure, the child is: (1) recording what is happening in his Parent (P_2); while at the same time his Child is recording what he is feeling (C_1), thinking (A_1), and deciding (P_1) about what is happening. As he grows older he will also record what is happening in his Adult (A_2). Then he may respond from one of the following: Adult (A_2), Little Professor (A_2), Parent in the Child (P_1), or Child in the Child (C_1), depending on his life plan or script, which in turn depends on all previous injunctions and strokes. This may also lend some explanation as to how one person may respond to a particular stimulus.

One ego state is usually in control (cathected) at any one time. The notion that an individual has a finite amount of psychic energy, and that generally others will see this person in a certain way led John Dusay (in Barnes, (ed.), 1977, p. 492) to the development of Egograms - a visual representation of the amount of psychic energy in any one part of the peresonality in relation to the other parts. (See Figure 3).

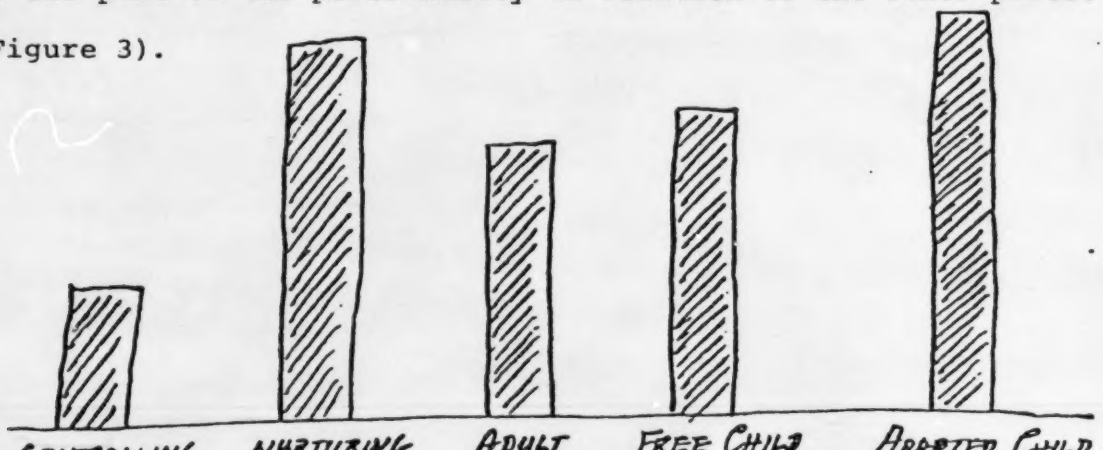

FIGURE 3.
EGOGRAM (TYPICAL COUNSELOR)

Emotionally healthy persons can cathect whichever ego state is appropriate for the particular situation; without undue influence from another ego state. Pathology results when ego boundaries become rigid, or when then they break down and merge into one another. The latter condition is known as contamination. (See Figure 4).

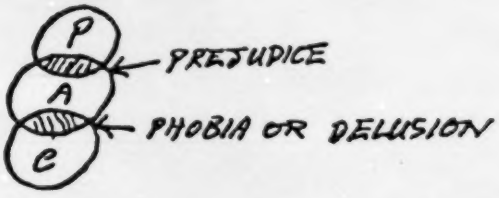

FIGURE 4.
CONTAMINATION

When the Parent contaminates the Adult, the result is prejudicial thinking by the Adult. When the Child contaminates the Adult, the result can be phobias and delusions.

When ego states become rigid, one ego state usually dominates the others and the individual's energy cannot cathect the ego state appropriate to the situation.

A third pathological condition occurs when two people act as though between them there are only three ego states. Jacqui Schiff (In Barnes (ed.), 1977) calls this symbiosis. For example, a mother denies or fails to meet her own Child needs, and so becomes overly responsive to the needs of the child. The child responds by never using its own Parent or Adult, and thus not thinking or acting properly. (See Figure 5.)

FIGURE 5.
SYMBIOSIS

Discounting is a mechanism which causes pathologies. One can discount self, others, or a situation, in one of four ways: (1) the existence; (2) the significance; (3) the change possibilities; and (4) one's personal abilities to cope with the problem. Discounting comes from a misinformed Adult, a contaminated Adult, or by excluding the Adult. Discounting is used unconsciously to maintain the belief system that supports the individual's script.

When a person perceives a situation as too frightening or stressful to warrant getting his needs met by direct action, substitute behaviors are used, i.e., rackets and games. Both involve strokes, repetitive patterns of behavior, and payoffs of negative feelings. They thus meet the need of stimulus hunger, or stroke hunger. They also fit in with the script and reinforce the basic life position.

The basic life positions are decided very early (around age 2), and again at various ages till the script is formulated during adolescence. The script then reinforces this decision The basic positions with an accompanying stance toward other people and the environment have been developed by Franklin Ernst, Jr. (In Barnes (ed.), 1977, pp. 498-499). In the familiar vein of simplicity, humor, and colloquialisms started by Eric Berne, it is called, "The OK Corral." (See Figure 6)

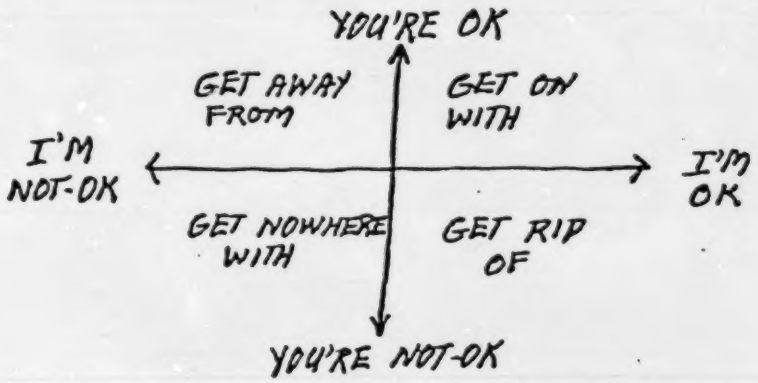

FIGURE 6.
THE OK CORRAL

The theory is that once the position has been selected, we use selective perception (discounting) to maintain that position. Most often we are not fixed in one spot however, and may move or change positions in differing situations. However, we tend to spend more time in one position than any other, and thus derives an individual's life position.

The strokes mentioned earlier can be positive or negative, conditional or unconditional. Strokes are any unit of recognition, which existentially affirms that we exist. Research has shown that infants require physical stimulation in order to survive. Marasmus is a condition of an infant having decided to not survive - or giving up the will to live. Prior to force feeding techniques of today, infants who refused to eat did in fact, die. As the child grows, the physical stroking can be replaced somewhat by verbal strokes. (Some contend that we never outgrow our need for physical touching). Since strokes are necessary for survival, children decide very early that they will do whatever is necessary to get the required number or amount of srokes that they think they need for survival.

Some children are conditioned to receive negative strokes from infancy, and steadfastly stay with those throughout life - often to the bewilderment of those around them. Some theorists offer a simple, "negative strokes are better than no strokes at all," explanation. Others get involved in extremely complicated diagrams and conceptual models to explain this phenomenon. Another of the simpler viewpoints is that, "asking for direct positive stroking is very risky (fear of rejection, which probably comes from feeling 'not-OK, or unworthy); and negative strokes are much more reliable. For instance, if you

give a complaint to someone, you stand a 50-50 chance of receiving one in return. If you give a put-down, the chances are greater that you will receive some kind of negative stroke in return.

The need for strokes leads us to the structuring of time (structure hunger). How we feel about ourselves and others determines the patterns we develop for obtaining strokes thorugh how we structure our time. Berne lists six ways to do this. First, is withdrawal, which involves self stroking. The next three are: rituals, pastimes, and activities (work); which involve others, and can produce either positive or negative strokes, and can be done from any of the ego states.

Games and rackets are next and are initiated by the Little Professor (A_1). They are ongoing series of transactions (and thus stroke producing) but of a negative nature. They are rather predictable, are always played at the unconscious level, and have an ulterior motive.

Last is intimacy. This is the most potent method for getting strokes. It involves being completely open, and honest. There is a spontaneous exchange of strokes in the here-and-now, with no ulterior motives or exploitation. It is risky and unpredicatble however, and while providing the greatest stroke yield, is often avoided because of not-OK feelings.

Rackets and games are important enough to warrant separate mention here. Substitute feelings are called 'racket' feelings since they are an indirect or manipulative way of getting strokes and do not lead to any useful action or result." (Woolams, Brown, and Huige, in Barnes (ed.), 1977, pp. 506-508). An example would be a child in little league basketball who misses the shot. He is naturally sad

and disappointed, but has learned that sad or disappointed feelings are not-OK...but angry feelings ARE OK for him to express. So he gets angry. Anger here is a substitute feeling which he has learned will bring him more strokes than sad or disappointed feelings.

Rackets are learned in three ways: (1) parents modeling; (2) reinforcement; and (3) what R. D. Laing calls, "mystification." (the parent or authority figure telling a child that he feels an emotion other than that which the child has expressed).

There are three major positions from which this type of discounting can take place. Karpman (in Barnes (ed.), 1977, p. 507) has developed what he calls the "Drama" or "Game" Triangle. (See Figure 7)

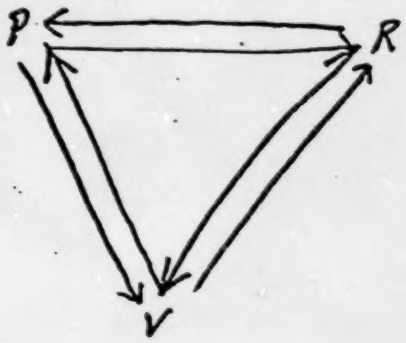

FIGURE 7.
KARPMAN DRAMA OR GAME TRIANGLE

The basic roles are persecutor (P), rescuer (R), and victim (V). Possibly no where in society is this triangle as dramatically visable as in prison, where the culture is made up almost entirely of cops (P), cons (V), and counselors (R). A victim and one other position must be occupied for transactions (rackets and games) to be played out. And, when the actors switch roles, one can be reasonably sure

a game is being played.

Games are a repetitive series of complementary ulterior transactions (carried out on two levels simultaneously) progressing to a well defined, predictable outcome. For instance, in one of the most dramatic examples, a marital fight, is found a situation which accounts for almost one-half of police fatalities. The couple fight, the husband (P) strikes the wife (V). She then phones police (R) asking for help. They respond, and decide to arrest the husband. The first switch is about to occur. The police become the persecutors (P) and at first the wife is on their side (P). The husband now (V) struggles and resists the offices. The wife, seeing the husband take his lumps from the policemen, feels sorry for him, changes to rescuer (R), and attacks (P) policemen, who end up (V), etc., etc. Games usually begin with a discount, involve rackety feelings, and end in a negative payoff for one or all players. (The reader is referred to Eric Berne's classic text, Games People Play for further information).

T.A. deals with more than the pathological side of the personality, and each school of thought has as its goal "autonomy" of the individual. By autonomy the theorists refer to the healthy individual's ability to respond to stimuli from the appropriate ego state; to be able to move easily from one to the other; to be free from unhealthy parental injunctions (i.e., "don't exist" or "don't succeed"); and to "do your own thing: in the sense that they are free of their childhood script, and may choose any lifestyle they wish; that they are capable of living a positive and rewarding life on their own strengths, without manipulation and exploitation of

others in the environment.

From the works of Robert and Mary Goulding on injunctions, and James and Barbara Allen's work on permissions, these authors (Woolams, Brown, and Huige) have drawn up a list of permissions which are used by therapists primarily, but have obvious applicability for parents. They are:

1. The first permission needed for the growing infant is to EXIST in the world.
2. Permission to HAVE AND BE AWARE OF ONE'S OWN SENSATIONS.
3. Permission to FEEL (emotions).
4. Permission to THINK.
5. Permission to BE EMOTIONALLY AND PHYSICALLY CLOSE TO OTHERS.
6. Permission to BE WHO YOU ARE.
7. Permission to BE WHATEVER AGE YOU ARE.
8. Permission to SUCCEED.

Injunctions are negative messages handed down by parents or other authority figures about how to be or live. All the above are commonly dealth with in therapy. Injunctions against each of the above permissions have been sent by the parents, and accepted by the child. These messages are sent verbally, nonverbally, or existentially. The child receives them, assings their relative degree of importance depending on: (1) the potency of the sender; (2) the survival nature of the inunction; (3) the repetitiveness of the injunctioning; and (4) the intensity of accompanying strokes. The stronger the injunction, the more likely a decision in that regard will be made by the child, and worked into his life script. Decisions made at different times can reinforce or contradict earlier decisions.

Messages coming from the Child of the parents are the most potent and stimulate the primary script for the individual. They are often nonverbal since they involve the feeling state of the parents.

Messages from the Pa rent of the parents contain moral judgements and values and form the basis of the subscript. The two may reinforce or contradict each other.

"The MANUSCRIPT, developed by Taibi Kahler and Hedges Capers focuses on the minute-by-minute process by which a person furthers his script." (Woolams, Brown, and Huige, in Barnes, (ed.), 1977, pp. 519-520). There are five 'drivers' which are commonly used to make a conditional OK-ness. They are: "I'm OK if I can: BE PERFECT, BE STRONG, HURRY UP, TRY HARD, OR PLEASE (SOMEONE). We all have these in some degree, but usually give one or two more importance in our lives. If we fail to meet these conditions of OKness, the flight to not-OKness, and into a favorite rackety feeling is swift and predictable.

Hopefully, this will bring together the basic concepts and assumptions commonly used in T.A. Even though this section seems overly long, none of the concepts have been treated in depth, as the theorists in the field have been extremely busy and prolific over the years since T.A.'s inception. The reader is referred to the Transactional Analysis Journal for more information, and to Transactional Publication for the latest published material.

HISTORY

This entire section is essentially taken from John M. Dusay's chapter entitled, "The Evolution of Transactional Analysis," (in Barnes (ed.), 1977, pp. 32-52).

Eric Berne originated T.A. in the mid-1950's out pf the realization that adult patients exhibited markedly different behaviors ranging from acting like a child, to a very logical and rational adult. From this, he developed the concept of ego states. Dusay labels this the "First phase: Ego States (1955-1962)." Some while after the Child and Adult, the Parent ego state was added.

The seminal works were primarily derived from weekly meetings instituted by Berne which were known as Seminars in Social Psychiatry. The original group of clinicians have become the founders of different schools of thought, are its primary theorists and most prolific writers, as well as founders of the International Transactional Analyst's Association.

Dusay's second phase: "Transactions and Games (1962-1966)," develops at roughly the same time Gregory Bateson and his cohorts such as Virginia Satir, Don Jackson, Jay Haley, et. al, were studying communication in California. The phenomena of the simultaneous levels of messages led directly to the T.A. group's study, identification, and classification of dual and ulterior transactions. In 1964, Berne published his best seller, Games People Play. The first two phases cover a span roughly of ten years and include ego states, structural analysis, duplex transactions, and games. The ITAA was formed in 1964. These phases were marked also by the therapists' position and mode of treatment which was almost entirely cognitive. The therapist would diagnose ego states and analyze transactions, give the patient insight, and through awareness and better social control, the client rid himself of games. During the third phase, a definite shift occurred to include the feeling aspect of the

personality.

The third phase: "Script Analysis" covers from approximately 1966-70. There seems a natural progression from the discovery of games to the asking of why we play them. And why we choose the specific personalities we exhibit? This phase then, is the beginning of script analysis. A typical Script Matrix (developed by Claude Steiner might be: (See Figure 8).

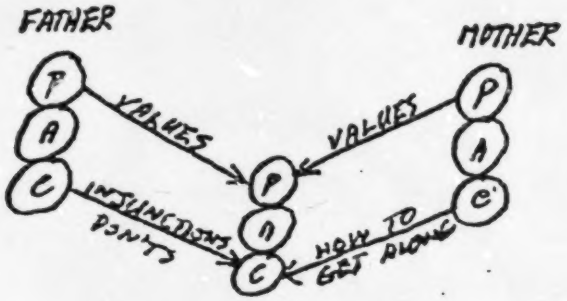

FIGURE 8.
SCRIPT MATRIX

In Figure 8, the child's parents give moral value messages, injunctions and how to get along messages to the child. These can all be done verbally, nonverbally, or existentially.

Between 1966 and 1970 (when Berne died) much of the details were worked out regarding scripts, such as connections to myths and fairy tales. Script analysis was developed through the use of script check lists, and Berne published his final book, What Do You Say After You Say Hello? (1972), about scripts. These checklists enabled the client to reexperience events from his childhood about which decisions were made. The implication here is that the individual is at least partly responsible for having made that decision. The approach to revising a negative script then, was found in Berne's statement that, "Anything that has been decided,

can be redecided." Using the techniques developed by Perls in Gestalt Therapy then, the Gouldings (Robert and Mary) set about creating a milieu for persons to reexperience childhood events and redecide scripts - which subsequently became known as the "Re-decision" School of thought.

The Schiff family created an authentic and complete family structure for schizophrenics and have formulated a "Reparenting" School of thought, and primarily use the technique of regression.

The inclusion of feelings was now complete and theorists view T.A. at this poiunt as dealing with the entire person.

The fourth phase - from 1970 to the present involves the latest thinking, conceptualizations, and techniques, and include the following (Which have been previously mentioned):

1. Karpman, Stephen, 1968, The Drama or Game Triangle.
2. Dusay, John, 1970, Egograms.
3. Ernst, Franklin, Jr., 1971, The OK Corral.
4. Kahler, Taibi, and Hedges Capers, 1974, Miniscripts.

T.A. theorists now consider it to be a "complete system of psychotherapy which incorporates useful techniques for facilitating human growth and change," and "... a total system of personality, it explains why people differ from one another and why they behave the way they do with each other." (Dusay, in Barnes, (ed.), 1977, p. 32).

SUBSTANTIVE PROBLEMS

Psychotherapy is the main use for T.A., and the one for which, and out of which it has been designed. It has always been used in a group setting, though the therapy itself tends to be one-on-one as opposed to an interaction type approach. In addition, the

transactional/emphasis lends itself well to dyads and small family groupings. With the newer emphasis on gestalt methods (Perls), and the psychoderm techniques of Moreno, the therapist tends to become very active. Berne's book, The Principles of Group Treatment (1966), has been instrumental in setting forth the structure of the groups as well as goup dynamics. This has been especially significant in differentiating a T.A. group from the traditionally oriented psychodynamic or interaction approaches. T.A. has also become prominent in the business world, and of primary importance here has been Berne's The Structure and Dynamics of Organizations and Groups, (1963).

VALUE JUDGEMENTS OF CONTRIBUTORS

I would consider T.A. so new that judging the contributions of its theorists at this time would be rather premature. Also, juding the value orientations of the theorists is problematical in that they do not usually talk or write in those terms; thus any inferences would necessarily be the writer's own.

The main works of Berne still stand. The relatively small group who worked with Berne and comprised the main group at the San Francisco Seminars have risen to the forefront of the ITAA, and have continued to publish and teach.

Barnes (1977) separates the orientations into three groups based on several criteria. All work by contract with the client, and have as their goal of treatment 'autonomy.' The three schools are: the Classical, Cathexis, and Redecision. The three are presented here to give the reader an idea of each school's main thrust, and methods by which they operate.

The Classical school is that which operates much the same way Berne did: decontamination of the Adult (A_2) of Parent or Child interference; the 3 P's (permission, protection, and potency); analysis of transactions; and insight into games and scripts.

The Cathexis school (or reparenting) of the Schiff family. Their emphasis is on: confrontation of pathological behaviors, thinking, and feelings; help the client get (C_1) needs met and overcome early developmental problems; with some severely emotionally disturbed clients, replace old ineffective Parent with new Parent messages.

The Redecision school of Robert and Mary Goulding. The technqiues used are: Gestalt therapy, imagery, and emotional reworking of client's childhood experiences in present tense; client emotionally reexperiences early sciene of pathlogical decision and makes redecision; and practices new feelings, clear thinking and problem solving behavior in the here-and-now.

The value assumptions perceived by this writer are the following:

1. That traditional analytic modes of therapy are generally too costly, and time consuming.
2. That the client at least shares the responsibility for change.
3. That the simpler, more understandable and fun the language, the less threatening is therapy, and the greater the likelihood of engaging the Child ego state, which is necessary for change.
4. That the autonomy of the individual (freedom of choice) is primary to healthy and productive living.
5. That the individual is responsible for his action.

IMPACT

The impact has been large for such a new theory and mode of therapy. The ITAA has over ten thousand regular members since 1964. The leaders claim a strong commitment to research, but an evaluation of the research to date has not been attempted to the knowledge of this writer. Any evaluation would be comparative in nature, with other modes of therapy. In that regard, T.A. suffers with every other mode in not having operationalized its concept of a cure (autonomy) in such a way as to be empirically tested and compared with other theories.

SUBSTANCE FREE PROPOSITIONS

In an attempt to further the position of T.A. toward a usable conceptual framework, this writer has endeavored to list as many propositions as possible. The first will be substance free, the latter more specific and possibly testable.

1. That man's need for strokes is third only to physiological needs (air, food and water), and psychological safety needs (both associated with survival).
2. That humans' need for strokes is so great that they will accept negative strokes rather than no strokes at all, and should be considered a prime mover, or initiator of action.
3. That individuals make a decision about themselves and others around them very early in life, and which develops into a pattern of living.
4. That we develop preferred ways of getting srokes.
5. That we have a need to structure time in ways designed to produce strokes.

6. That those individuals with syntonic values would be rewarded by society, while those with dystonic values would not.
7. Behaviors of an individual with either syntonic or dystonic values would be consistently reinforced by society, thus effectively limiting the perceiving of options.

Some more specific or testable propositions are:

1. That there are six ways humans structure time to get strokes: withdrawal, rituals, pastime, activities (including work), games and intimacy.
2. That our personal plan for living (consciously or unconsciously) will include decisions about: life positions; the best way to obtain strokes (how to structure time); and some repetitive behaviors which are stroke producing.
3. That individuals choose relationships with other individuals and institutions intuitively, based on whether the other fits their life script.
4. That changes in therapy will occur more rapidly in an individual if the intrasychic, the interpersonal, and the social systems are all considered.
5. That to ask for direct positive strokes is perceived as being very risky, and is probably due to fear of rejection because of underlying feelings of being not-OK or unworthy.
6. Negative strokes are more reliable than positive strokes, i.e., chances are greater of receiving a negative response after a negative stimulus, than a positive response after a positive stimulus.

CONCLUSION

This writer's conclusion is that serious consideration should be given to inclusion of Transactional Analysis as a conceptual framework. The concepts have a basic foundation at the micro level in terms of its use in psychotherapy, with both pathological and non-pathological growth issues, as well as family life education, and other social action areas.

At the meso level, work with families, businesses, schools, prisons, and other institutions is already a reality. At the macro level, the potential exists within the concepts, but it does not yet seem to have been utilized, or indeed developed fully.

Obviously more effort could be spent at this point in research. By developing the methodologies by which to test the propositions which already exist, and developing clearly the propositions, basic assumptions, and value orientations, the model could be put to further use.

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